

*The Internet and Higher Education*

Special Issue Call for Papers on

**Blended Learning in Higher Education: Policy and Implementation Issues**

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Blended learning is an instructional approach that substitutes online learning for a portion of the traditional face-to-face instructional time. Institutions of higher education have used the model now for over a dozen years and its advantages are well known. For example, student satisfaction and achievement appears to be higher in blended courses as compared to traditional face-to-face or fully online classes; faculty who redesign their lectures to use blended approaches report being reinvigorated; and the institutions themselves are often able to increase their enrolments without the need for new construction because classroom space can be better utilized. Moreover, few downsides are reported for blended learning save for the need to upgrade existing technology infrastructures and to support faculty as they engage in course redesign. Why then have so few institutions adopted the instructional model? How can institutions scale up the number of blended course offerings? Are the cost savings/cost avoidances substantial enough to warrant an institution's strategic investment in blended learning? What institutional policies and practices lead to successful implementation and what are the barriers that hinder institutionalization of blended learning? These questions are representative of the range of themes this special issue of the *The Internet and Higher Education* (INTHIG) seeks to address.

Manuscripts that describe both successful and unsuccessful practices in implementing and scaling up blended learning *at the institutional level* are encouraged. All should provide a thoughtful analysis, based on the literature, as to why the initiative succeeded or failed and the impact institutional policies or strategies had on the initiative. Particularly encouraged are manuscripts that provide cost analyses of successful institutional blended learning programs. Manuscripts that describe course level implementations by individual instructors are not appropriate unless they can be set in a context of wider institutional blended learning initiatives and policies. All submissions should follow the usual format for INTHIG submissions and should adhere to existing INTHIG Author Guidelines.

Authors are requested to submit manuscripts via the Elsevier Editorial System <<http://ees.elsevier.com/inthig/default.asp>> no later than March 31, 2012. To ensure that manuscripts are correctly identified for inclusion into the special issue, it is important that authors select 'Blended learning policy' when they reach the "Article Type" step in the submission process. Contact the Special Issue Editor if additional information is required:

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